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ABSTRACT

The Considering Honest Options in Career Exploration (CHOICE) program is a career decision-making plan designed to assist counselors and teachers in helping high school juniors and seniors develop specific written career plans that they can implement after high school. This guide includes an overview of CHOICE and three CHOICE learning modules. The introductory section explains the purpose of CHOICE, its objectives, the results or benefits that can be expected from using the program, considerations in planning a CHOICE program and in selecting personnel, and lists of facilities and supplies required when implementing the program. The first module, on self-appraisal, deals with values, goals, interests, aptitudes and abilities, and personality types. Postsecondary education and training, labor force, and military training options are examined in the plan of action module. The third module, which covers employability skills, includes sections on job leads, application forms, letters of application, resumes, and employment interviews. Each module includes instructional text and student activities. (MN)

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CHOICE

(Considering Honest Options In Career Exploration)

by

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INTRODUCTION

Lack of a clear vocational goal is one of the main obstacles facing young people today. Students have barriers to employment that cannot be solved by job skills alone. Many young people are not ready for placement due to problems that keep them from making intelligent career decisions. Therefore, they must be assisted in recognizing the need to initiate career planning.

There is a need to improve the guidance practices in our high schools with the objective of helping the student progress through a realistic plan of action for career decision making. Meeting this need will assure students of receiving those experiences and information necessary in career decision making. This goal will best be achieved if there is a systematic plan which can be implemented by a career guidance counselor working in a coordinated effort with the area school counselors.

CHOICE is a program that is designed to aid students in making plans for their career and life directions after high school.

The student who completes CHOICE will be familiar with the four most common post-high school options (college, vocational training, military service, and employment). The student will be able to assess each one critically and intelligently and will be able to make an informed selection of one or more options. In addition, students will have taken the first steps towards making their selection a reality by putting together individualized information folders dealing with the opportunities, financial implications, life styles, and overall quality of the specific choice they have made.

Because of the differing plans and needs of its target group and the varying schedules prevailing in the area schools, CHOICE is designed for flexibility. It may be administered by a counselor or classroom teacher, in group sessions, in individually paced units, or in a combination of the two; in intensive sessions over a short period of time or in less intensive sessions extending over several months.

TABLE OF CONTENTS

Page

Purpose 1
Program Objectives 1
Results or Benefits Expected 1
Planning 2
Personnel 2
Facilities 2
Budget 3

SELF—APPRAISAL MODULE

Introduction 4
Values 5
Goals 7
Interests 8
Data-People-Things 10
Aptitudes and Abilities 11
Personality Types 14
Summary 29

PLAN OF ACTION MODULE

Introduction 31
Post-Secondary Education/Training 32
Work Force 35
Military Training 38

EMPLOYABILITY SKILLS MODULE

Introduction 40
Job Leads 41
Application Forms 42
Letter of Application 45
Resume' 49
Interview 52
Conclusion 59

PURPOSE

CHOICE is a career decision making plan designed to aid counselors and teachers in providing a method of assisting high school juniors and seniors with a specific written career plan which can be implemented after high school.

CHOICE is designed to assist students in making plans for their career and life directions after high school.

PROGRAM OBJECTIVES

1. To provide students with comprehensive career interest/aptitude testing, computerized and microfiche guidance information, and to assist in the interpretation and recording of this data in a personal counseling file.
2. To conduct a series of group and/or individual guidance sessions in order to provide students with a better understanding of themselves in relation to various career options.
3. To familiarize students with the four most common post-high school options (college, vocational training, military service, and employment).
4. To assist students in assessing their options critically and intelligently so they will be able to make an informed selection.
5. To provide students with materials and information that will enhance their employability skills.

RESULTS OR BENEFITS EXPECTED

1. CHOICE will provide students with sufficient career information and comprehensive guidance and counseling services to make definite career plans to pursue during the first year after graduation.
2. The CHOICE manual could be used by counselors from area schools to enhance their vocational guidance programs.
3. The faculty, administration, and area counselors will express satisfaction with the activities related to this approach to career counseling.

PLANNING

In order for the systematic approach to be effective, the administration, counseling staff, and faculty must be involved and supportive of the concept. An in-service meeting should be conducted to disseminate information regarding implementation of the program.

The classroom guidance approach tends to be the most effective in insuring that students are provided with assistance in developing their personalized career plans.

However, because of the differing plans and needs of its target group and the varying schedules prevailing in the area schools, CHOICE is designed for flexibility. It may be administered by a counselor or a classroom teacher, in group sessions, in individually paced units, or in a combination of the two; in intensive sessions over a short period of time or in less intensive sessions extending over several months.

Students gain factual knowledge of job market trends, employer-employee expectations, co-worker relations, and non-traditional career opportunities from resource speakers and field trips. "Information Day" is held in the fall to assist the students in planning for their future. Exhibitors from the military, post-secondary vo-tech schools, proprietary schools, colleges and universities increase the students' awareness of the opportunities available to them after graduation.

PERSONNEL

Infusing CHOICE into the existing counseling program will strengthen and expand the guidance services offered. Additional counselors are not required to implement the plan, but time will need to be scheduled for counselors to conduct classroom guidance sessions. In other situations, CHOICE could be implemented by a teacher in classroom group sessions.

Counselors should be knowledgeable in all four areas of career options - college, vocational training, military service, and employment.

FACILITIES

The existing counseling offices normally are adequate for implementing CHOICE. The only addition necessary is file space for each student's career folder. If a new office is planned, the following furnishings should be included:

1 Desk, Executive
1 Chair, Executive
2 Chairs, stacking

1 Filing Cabinet, legal size, 4-drawer
1 Filing Cabinet, legal size, 2-drawer
1 Bookcase, 3 shelves
1 File, 3x5 cards
1 Typewriter
1 Wastebasket
1 Telephone

BUDGET

The CHOICE manual, one per student
File Folders, one per student
Expanding Vertical File Folders, 150
Tabbing Strips, 25 feet (for Vertical File Folders)
Paper, 20 reams
Transparencies, 2 boxes
Bulletin Board Materials
Office Supplies

SELF—APPRAISAL MODULE

Making a career choice can be difficult. It is more than just "thinking" about a job .... it is a matter of planning .... planning your future. This will be one of the most important choices you will ever make.

You need to plan for your career choice. The alternative to a planned career choice is happening into a career by chance. Most people prefer a choice as opposed to leaving their lives open to chance; therefore, the objective of this manual is to assist you in making a wise choice.

As you begin to think about careers, your first step is to know yourself. You should identify characteristics such as goals, values, interests, aptitudes and abilities, and personality and relate them to specific jobs.

The following activities are designed to help you understand yourself in relation to various career options.

EXAMINE THE "REAL" YOU!

WHAT ARE YOUR VALUES,
GOALS, INTERESTS, AND
ABILITIES?

WHAT PERSONALITY TYPE
ARE YOU?

ONLY YOU KNOW YOUR INNER-
MOST THOUGHTS AND FEELINGS.

VALUES

Your values are the ideas, relationships, and other things that are important to you. If you believe that money is important, then money is one of your values. If your family and friends come first in your life, then you value them above all else.

While you were growing up, you probably shared most of your parents' values. For example, if your parents placed a great deal of importance on education, chances are you did, too. If their religion was very important to them, you most likely shared many of their religious beliefs.

As you became older, you probably began to question some of the values with which you grew up. You may have hung onto the values that made sense to you and forgot about those that did not. You probably placed less emphasis on some and more emphasis on others. You may have even added some values of your own.

It is important to know what your values are when you make career decisions. For example, if you place a high value on helping others, you will not want a job that seems socially useless or harmful---no matter how high the salary. If spending time with your family is important to you, you will not want a career that requires a lot of out-of-town travel.

Give some thought to what your values are before you choose a career. As you read and learn about a career, think about how that career would match your values.

On the next page is an activity entitled "Discover Your Values."

DISCOVER YOUR VALUES

PART I: Below is a list of 24 career values---qualities offered by various jobs. What values do you expect a job to satisfy? Place a "+" beside 10 items below that you value most highly.

_____1. Artistic creativity (working with the fine arts)
_____2. Authority and power (having control over others' activities)
_____3. Competition (pitting my skills against those of others)
_____4. Creativity (developing new ideas or programs, not following a format)
_____5. Excitement (working in a job that involves risk, adventure, and unpredictable results)
_____6. Help others (bettering people's lives, either individually or in small groups)
_____7. Help society (working to make the world a better place to live in)
_____8. Independence (working without direction from others)
_____9. Influence (working to change the attitudes and opinions of others)
_____10. Intellectual status (being regarded as an expert in my field)
_____11. Location (living in a place best suited to my lifestyle)
_____12. Material status (having the money to live comfortably)
_____13. Order (working in a situation that requires neatness, organization)
_____14. Physical challenge (stretching my physical capacity and limits)
_____15. Precision (work in an area that has little tolerance for error)
_____16. Public contact (work that requires much interaction with people)
_____17. Recognition (becoming famous or being known as "someone")
_____18. Security (being assured of a job and reasonable pay)
_____19. Stability (having a routine that changes little from day to day)
_____20. Supervision (being directly responsible for the work others do)
_____21. Time freedom (working according to my own preferred schedule, with no set hours)
_____22. Variety (working where the tasks change often, and where travel is often possible)
_____23. Wealth (accumulating large amounts of money and property)
_____24. Work with others (developing close relations with others, as on a team)

PART II: Now choose your top three career values from the ten marked "+" above. List them in order of importance to you; put the most important first, the least important last.

1. _____ 2. _____

3. _____

GOALS

Only you know or can find out what you want from life. The things that you want are your goals. A person's goals are usually based on his or her values. Values express thoughts and feelings, and goals put values into action. Like values, goals influence and shape the decisions you make.

Have you thought about your goals? What do you want to do with your life? What do you want to accomplish? The first step in setting and achieving goals is to make a list of the things you really want out of life. Be sure to include both short-range goals and long-range goals. Short-range goals are the goals you want to reach tomorrow, next week, or within a few months. Long-range goals are those goals that may take several months or several years to achieve.

One important factor to remember when setting goals is to be realistic. Do you really want to reach that goal? Is it possible for you to reach? What will it cost in terms of time, energy, money, and other resources? Is the goal in keeping with your values? Setting well-defined, realistic goals can help you develop a sense of direction and purpose in life. Charting your goals may help you consider both what you want now and what you want in the future.

SAMPLE GOAL FOCUS CHART

TIME FRAME	THINGS YOU WANT TO DO	THINGS YOU WANT TO HAVE	THINGS YOU WANT TO BE
Within a week			
Within a month			
Within a year			
Within 5 years			
Within 10 years			

INTERESTS

One way of getting to know yourself better is by examining your interests. This is often done with a standardized interest inventory. Most of these inventories point out specific occupations that match your interests. If you need help in finding out what your interests are, you should take an interest survey. There are many different surveys available, such as:

The Strong-Campbell Interest Inventory

The Self-Directed Search

The Harrington/O'Shea System for Career Decision-Making

The Kuder General Interest Survey

The World of Work Career Interest Survey

The Career Occupational Preference System

Your counselor can arrange for you to take one of these.

In addition to taking a standardized interest inventory, you can examine your interests on your own. What activities do you like doing the most? Think about your hobbies. Which classes in school have been your favorites? Have you been involved in school and social activities? If you have, you probably have a lot of interests. If you have not been involved in many activities, you may want to start. The more interests you develop, the better your chances of finding a career that will satisfy you.

INTEREST RATING SCALE

Rate the hobbies and leisure activities in the list below according to the following scale. Write in any of your interests that are not provided. Then write your favorites in the blanks provided.

4 = extremely interesting
3 = very interesting
2 = fairly interesting
1 = slightly interesting
0 = not interesting

_____Animals
_____Archery
_____Art
_____Astronomy
_____Backpacking (or hiking)
_____Ballet
_____Baseball
_____Basketball
_____Biking
_____Billiards
_____Bowling
_____Brain teasers
_____Bridge
_____Building models
_____Camping
_____Canoeing
_____Ceramics
_____Chess
_____Child care
_____Coin collecting
_____Comedy
_____Computer games
_____Concerts
_____Cooking
_____Crafts
_____Dancing
_____Debates or public speaking
_____Films
_____Fishing
_____Flying
_____Football
_____Gardening
_____Golf
_____Gymnastics
_____Horseback riding
_____Hunting
_____Ice skating
_____Magic
_____Motorcycles
_____Music
_____Operas
_____Painting
_____Parties
_____Photography
_____Picnics
_____Plays
_____Playing cards
_____Political activities
_____Puttering with mechanical devices
_____Rafting
_____Reading
_____Religious activities
_____Roller skating
_____Running
_____Sailing
_____Science projects
_____Sewing
_____Snow skiing
_____Soccer
_____Softball
_____Spectator sports
_____Sport cars
_____Square dancing
_____Stamp collecting
_____Swimming
_____Table tennis
_____Tennis
_____Travel (Foreign)
_____Travel (U.S.A.)
_____Volleyball
_____Volunteer work
_____Water skiing
_____Woodworking
_____Wrestling
_____Writing

Now look at your ratings. Of the interests you rated 3 or 4, which are your favorites?

1st choice: _____ 2nd choice: _____

3rd choice: _____

PREFERENCE FOR DATA—PEOPLE—THINGS

All jobs deal with DATA, PEOPLE, or THINGS, or a combination of the three.

When you deal mostly with DATA, you work with facts, figures, and information. You may do a lot of reading, writing, and record keeping.

When you deal mostly with PEOPLE on the job, you talk to them, help them, serve them, or take care of them.

When you deal mostly with THINGS, you work with machines, tools, supplies, and equipment.

Which would you like best? Put a check (√) next to it.

_____ Working mostly with PEOPLE

_____ Working mostly with THINGS

_____ Working mostly with DATA

_____ Working mostly with PEOPLE and THINGS

_____ Working mostly with PEOPLE and DATA

_____ Working mostly with THINGS and DATA

_____ Working with a combination of all THREE

APTITUDES AND ABILITIES

It takes more than an interest in a career to be successful in that career. You must also have the necessary aptitude or ability. Aptitude and ability are important factors in career planning. An aptitude is a knack, or a potential, for learning certain skills. An ability is a skill that has already been developed.

How do you find out what your aptitudes and abilities are? You can do several different things.

A good place to begin is with yourself. What do you think your strongest abilities are? Your grades usually give a good indication of your mental aptitudes and abilities. However, if you do not try very hard in school, you may have more aptitude for certain kinds of work than your grades indicate.

There are many standardized tests which are designed to measure your aptitudes and abilities. Most of these tests relate to specific occupations that match your personal scores. You may want to ask your counselor to schedule these tests for you in order to get a better understanding of your aptitudes and abilities. Four recognized aptitude tests are the D.A.T. (Differential Aptitude Test Battery), the GATB (General Aptitude Test Battery), the ASVAB (the Armed Services Vocational Aptitude Battery), and the S.A.G.E. (System for Assessment and Group Evaluation).

The chart below shows you some of the aptitudes measured by aptitude tests. While different tests measure different aptitudes, the chart will give you a good idea of the kinds of aptitudes that can be measured.

Aptitude tests indicate your strengths and weaknesses in areas such as those shown in the chart below. Taking an aptitude test may help you pick a career at which you can be successful.

Type of Aptitude	Description
General	Good understanding of facts, opinions, concepts, and reasoning; related to school achievement
Verbal	Good understanding of words and ideas and their meanings; able to use words and ideas easily and clearly
Numerical	Good at doing arithmetic and problems; work quickly and accurately
Spatial	Good at visualizing shapes, heights, widths, depths mentally; can visualize in three dimensions
Form Perception	Good at observing detail in objects and drawings; can distinguish between shapes
Clerical Perception	Good at observing all details and noticing errors in spelling, punctuation, etc.; accurate in recording details
Motor Coordination	Good at moving eyes and hands or fingers together to do a job rapidly and smoothly
Finger Dexterity	Good at moving the fingers quickly and accurately to work with small objects
Manual Dexterity	Good at working with hands
Eye-Hand-Foot Coordination	Good at moving the hands and feet together as needed quickly and accurately
Color Discrimination	Good at noticing differences and similarities between colors and shapes of colors

Different occupations require different competencies. Knowing your own aptitudes and abilities gives you an idea of the ease or difficulty with which you can be successful in a given occupation.

If you are considering a career that requires special ability, be sure you have an aptitude for it. Try to be realistic. A goal is worthwhile only if there is a possibility of reaching it.

On the following page, complete the activity entitled "Measuring Your Abilities."

MEASURING YOUR ABILITIES

When you understand yourself, it is easier to think about your abilities. Knowing what you like to do and what you do well is a first step to career planning. Look at the list of items below. Mark the column that best describes you. Remember to be honest. Be careful not to rate yourself too high or too low.

I am:	Always	Usually	Sometimes	Never
Careful to do things well				
One who finishes what I start out to do				
Good with machinery and tools				
Good with my hands				
One who cares about people and things				
Able to plan details				
Able to follow directions well				
One who understands quickly				
Good at making quick decisions				
Good at remembering faces, names, and facts				
Able to manage my time and money well				
Good at sports				
Good with numbers				
Able to talk people into doing what I want them to do				
Good at acting				
Able to collect money (raise funds)				
A good listener				
Able to solve problems -- both mine and other people's				
Good at selling				
Good at working with other people				
Able to make things				
Good with music, singing, or playing an instrument				
Good at showing others how to do things				
(Add any others that are not listed.)				
_____				
_____				

PERSONALITY MOSAIC

Just as a mosaic is a decoration of small pieces of inlaid glass, stone, or color, so also is the human personality a collection of physical, mental, emotional, and social characteristics. The personality is the source of identity for each human being. The patterns that emerge as a person grows and matures help define interests, abilities, aptitudes, values, and personal aspirations.

It has long been recognized that occupational choice is actually determined by personality traits. Psychologists and others have developed numerous inventories to assist in identifying the appropriate match between occupational choice and personality type. Dr. John L. Holland has conducted numerous studies and determined six personality types. These types are listed below:

Realistic	Enterprising
Investigative	Social
Artistic	Conventional

The **Dictionary of Occupational Titles** has based much of its research on occupational classification on the work of Holland and other occupational specialists. It should be noted, however, that any single interpretation of an occupational inventory is not appropriate and should be avoided. Rather, the purpose of such an inventory is to give you insights into the types of work in which you seem to have a particular interest. Researching any outcomes derived from the "Personality Mosaic", talking over the results with teachers and counselors, conducting information interviews with people who are presently employed in occupational fields that are of interest to you are the most reliable ways of determining career choices and planning for your future.

Read the "Personality Mosaic". Use the scoring grid to determine the indicated preferences that you exhibit at this time in your life. Then think about the characteristics usually associated with the personality type that was indicated by your highest score. Lastly, and more importantly, begin to seek information on career choices that would be associated with that type of personality. Remember that there are no right or wrong answers in the "Personality Mosaic". Remember, also, that as a person grows and matures, his/her experiences broaden and change.

PERSONALITY MOSAIC

Directions: Circle the numbers of the statements that are something you might say, do, or think.

1. It's important for me to have a strong, athletic body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People improve my life and give it more meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so I know exactly what to do.
7. I can usually carry or build or fix things myself.
8. I can get involved for hours in thinking things out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I love company.
11. I love competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. I enjoy thinking about new ideas.
15. I always seem to be looking for new ways to be creative.
16. I like being able to share personal things with other people.
17. I like being a leader.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often tell when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. A good routine helps me to get the job done.
25. I like to buy sensible things I can make or work myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. It makes me feel good to take care of people.
29. I like to have people rely on me to get the job done.
30. I'm satisfied knowing that I've done an assignment carefully and completely.
31. I'd rather be on my own doing practical, hands-on activities.
32. I'm eager to read about any subject that makes me curious.
33. I love to try creative new ideas.
34. If I have a problem with someone, I prefer to talk it out and solve it.
35. To be successful, it's important to aim high.
36. I would rather not have to take responsibility for decisions.
37. I don't like spending a lot of time discussing things. What's right is right!
38. I need to think about a problem pretty thoroughly before I act on it.

Personality Mosaic, continued:

39. I would like to rearrange my surroundings to make them different.
40. When I feel unhappy, I find a friend to talk to.
41. After I suggest a plan, I prefer to let others take care of the details.
42. I'm usually content where I am.
43. Doing things outdoors makes me feel very good.
44. I keep asking "why."
45. I like my work to express my moods and feelings.
46. I'd like to find ways to help people care more for each other.
47. It's exciting to take part in important decisions.
48. I'm always glad to have someone else take charge.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close relationships with others are important to me.
53. It will be important to me to be promoted and to get ahead.
54. Being efficient means to do a certain amount of work carefully each day.
55. A strong system of law and order is important to prevent confusion.
56. I like to read books that make me really think.
57. I look forward to seeing art shows, plays, and good films.
58. When I haven't seen someone for a long time, I want to know how they are doing.
59. It's exciting to influence people.
60. When I say I'll do something, I will follow through on every detail.
61. Good, hard, physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.
63. I don't want to be like everyone else; I like to do things differently.
64. I enjoy helping people.
65. I am willing to take some risks to get ahead.
66. I like exact directions and clear rules when I start something new.
67. The first thing I would look for in a car is a well-built engine.
68. I like people who are intelligent.
69. When I am working on something new, I let everything else go.
70. I worry about the people who need help.
71. It's fun to get ideas across to people.
72. I do not like for things to change.
73. I usually know how to take care of things in an emergency.
74. Just reading about new discoveries is exciting.
75. I enjoy being creative.
76. I often go out of my way to pay attention to someone who is lonely.
77. I like to bargain.
78. I don't like to do things unless I'm sure they are approved by those who are in charge.

Personality Mosaic, continued:

79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to be in a mood to try or do something unusual.
82. I believe that people are basically good.
83. If I don't make it the first time, I usually bounce back with energy.
84. I appreciate knowing exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. I don't get excited; I can plan things out logically.
87. It would be hard for me to imagine life without beauty around me.
88. People often tell me their problems.
89. I can usually connect with people who get me in touch with the things I need to know about.
90. I don't need much to be happy.

Personality Mosaic, continued:

SCORING YOUR ANSWERS

Circle the same numbers that you circled on the PERSONALITY MOSAIC.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the number of circles in each column:

R (REALISTIC) _____ I (INVESTIGATIVE) _____ A (ARTISTIC) _____

S (SOCIAL) _____ E (ENTERPRISING) _____ C (CONVENTIONAL) _____

List the letters R, I, A, S, E, and C according to your scores, from 1st (highest) to 6th (lowest):

1st _____ 2nd _____ 3rd _____

4th _____ 5th _____ 6th _____

INTERPRETING THE PERSONALITY MOSAIC

The inventory that you have just taken is based on the six personality types identified by Dr. John Holland. As you can see from your score, you are not just one personality type---- that is, you are not a person with fifteen circles in one area and no circles in any of the other areas. In most people, one or two characteristics are dominant, two or three are of medium intensity, and one or two may be of low intensity. A few people score high in each category because they have many interests. Others, who don't have many strong interests, score rather low in all areas.

Here is an overview of the six personality types, followed by examples of occupations in each area:

REALISTIC TYPE

Likes to work with tools, objects, machines or animals
Develops manual, mechanical , agricultural, and electrical skills
Prefers occupations which involve building or repairing things
Tends to be down-to-earth and matter-of fact

Examples:	Architectural Drafter	Bricklayer
	Dental Technician	Automobile Mechanic
	Electrician	Fish & Game Warden
	Truck Driver	Welder

INVESTIGATIVE TYPE

Likes activities involving the biological and physical sciences
Develops very good ability in math and science
Prefers occupations in scientific and medical fields
Tends to be curious, studious, and independent

Examples:	Dentist	Psychiatrist
	Medical-Lab Assistant	Economist
	Computer Programmer	Pilot
	Chemical Engineer	Geologist

ARTISTIC TYPE

Likes to feel free from scheduled routine so that time can be used for creative activities
Develops skills in language, art, music, drama, and writing
Prefers occupations using creative talents
Tends to be creative, talented, and freewheeling

Examples:	Actor/Actress	Writer
	Interior Decorator	Artist
	Architect	Photographer
	Musician	Reporter

SOCIAL TYPE

Likes activities that involve informing, training, teaching, understanding, and helping others

Develops ability to work with people

Prefers jobs such as teaching, nursing, and counseling

Tends to be helpful and friendly

Examples:	School Counselor	Coach
	Social Worker	Cosmetologist
	Minister	Physical Therapist
	Nurse	Teacher

ENTERPRISING TYPE

Likes activities that permit leading or influencing other people

Develops leadership ability and persuasive and other important skills relating to people

Prefers occupations involving sales or management of people and things

Tends to be ambitious, outgoing, energetic, and self-confident

Examples:	Bank President	Sales Clerk
	Real Estate Sales Agent	Insurance Agent
	Radio/TV Announcer	Lawyer
	Politician	Travel Guide

CONVENTIONAL TYPE

Likes activities that permit organization of information in a clear and orderly way

Develops office and math skills

Prefers occupations preparing records, filing papers, typing letters, and operating computers

Tends to be responsible and dependable

Examples:	Bank Teller	Sewing Machine Operator
	Bookkeeper	Business Teacher
	Court Reporter	Cashier
	Key Punch Operator	Data Processing Clerk

After reading about the six different personality types, you might want to see occupations that fit with your three highest scores. THE OCCUPATIONS FINDER lists 456 occupations, the most common occupations in the United States. They are arranged in a system that uses the code letters R, I, A, S, E, and C which stand for Realistic, Investigative, Artistic, Social, Conventional, and Enterprising.

THE OCCUPATIONS FINDER

The 456 occupations in this classification include all of the most common occupations in the United States. They are arranged in a system that uses code letters (R, I, A, S, E, C).

Realistic occupations (R) include skilled trades, technical and some service occupations.

Investigative occupations (I) include scientific and some technical occupations.

Artistic occupations (A) include artistic, musical, and literary occupations.

Social occupations (S) include educational and social welfare occupations.

Conventional occupations (C) include office and clerical occupations.

Enterprising occupations (E) include many business careers.

The three-letter codes provide descriptions of occupations. For example, the code of ESC for salesmen means that salesmen resemble people in Enterprising occupations most of all, that they resemble people in Social occupations somewhat less, and people in Conventional occupations still less. In this way, the codes provide a brief summary of what an occupation is like by showing its degrees of resemblance to three occupational groups.

A few combinations of the code letters do not occur at all or occur very infrequently. In such cases a person may use a two-letter rather than a three-letter code and study the nature of all the occupations with that code.

The single digit indicates the level of general educational development an occupation demands. Levels 5 and 6 mean college training is necessary. Levels 3 and 4 mean high school and some college, technical, or business training are needed. Levels 1 and 2 mean that an occupation requires only elementary school training or no special training at all. In general, these levels are only estimates and should not be regarded as precise requirements.

The six-digit number is from the **Dictionary of Occupational Titles** (DOT), which can be found in most libraries and employment and counseling offices. The DOT contains descriptions of occupations and estimates of interests and aptitudes associated with each occupation.

Using the six-digit code and the DOT, it is possible to extend one's understanding of any occupation listed; this process is a very important part of one's occupational research. A further step might involve locating a place which employs workers in a particular occupation and observing the work, talking to the employees about their jobs and to the supervisors or employment officers about job qualifications, training, and opportunities.

Unless a person is unusually well-informed about the world of work, there will be many occupations in the OCCUPATIONS FINDER that he has never heard of, some that sound humorous, and some that he is sure he would never enjoy, even though he has little knowledge of what the occupation is like. One should not reject an occupation until he fully understands it.

Additional useful information about occupations can be obtained from the **Occupational Outlook Handbook,** U.S. Department of Labor, Bureau of Labor Statistics, which is published every two years. This handbook provides a wide range of information about occupations, income, training, and employment trends.

REALISTIC OCCUPATIONS

CODE: RIA	ED
Landscape Architect (001.061-018)	5
Architectural Drafter (001.261-010)	4
Dental Technician (712.381-018)	4
Reproduction Technician (976.361-010)	4

CODE: RIS	ED
Range Manager (040.061-046)	6
Commercial Engineer (003.187-014)	5
Forester (040.061-034)	5
Industrial Arts Teacher (091.221-010)	5
Electrician (824.261-010)	4
Glazier (Glass Setter) (865.381-010)	4
Jeweler (700.281-010)	4
Loom Fixer (683.260-018)	4
Miller Supervisor (521.130-010)	4
Powerhouse Mechanic (631.261-014)	4
Power-Plant Operator (952.382-018)	4
Tool and Die Maker (601.280-046)	4
Baker (526.381-010)	3
Cook (315.361-010)	3
Filling Station Attendant (915.467-010)	3
Heat Treater (504.682-018)	3
Optician (716.280-014)	3
Welder (819.384-010)	3
Offset-Press Operator (651.685-018)	2

CODE: RIE	ED
Automotive Engineer (007.061-010)	6
Mechanical Engineer (007.061-014)	6
Petroleum Engineer (010.061-018)	6
Airline Radio Operator (193.262-010)	5
Building Inspector (168.267-010)	5
Industrial Engineer Technician (012.267-010)	5
Mechanical-Engineering Technician (007.161-026)	5
Mining Engineer (010.061-014)	5
Air Conditioning Mechanic (637.261-014)	4
Air Traffic Controller (193.162-018)	4
Aircraft Mechanic (862.381-010)	4
Automobile Mechanic (620.261-010)	4
Automobile-Repair-Service Estimator (620.261-018)	4
Boilermaker (805.261-014)	4
Diesel Mechanic (625.281-010)	4
Drafter, Detail (017.261-030)	4
Electronic Technician (726.281-014)	4
Electroplater (500.380-010)	4
Farm Equipment Mechanic (624.281-010)	4
Farmer (421.161-010)	4
Field Engineer (828.261-014)	4
Flight Engineer (621.261-018)	4
Garage Supervisor (620.131-014)	4
Line Installer-Repairer (822.361-014)	4
Loom Changer (683.380-010)	4
Machinist (600.280-042)	4
Machine Repairer (600.280-042)	4
Mechanic/Repair Worker*	4
Millwright (638.281-018)	4
Plumber (862.381-030)	4
Radio Repairer (720.281-010)	4
Sheet Metal Worker (804.281-010)	4
Shipfitter (806.381-046)	4
Watch Repairer (715.281-010)	4
Automobile-Body Repairer (807.381-010)	3
Compressor-House Operator (953.382-010)	3
Engraver, Machine (704.682-010)	3
Forging-Press Operator (611.685-010)	3
Furniture Upholsterer (780.381-018)	3
Heavy Equipment Operator (859.683-010)	3

CODE: RIE (cont.)	ED
Roofer (866.381-010)	3
Logger (454.684-018)	2
Machine Operator (616.360-018)	2
Tool Crib Attendant (222.367-062)	2

CODE: RIC	ED
Automatic-Equipment Technician (822.281-010)	4
Automotive Parts Clerk (279.357-062)	4
Elevator Mechanic (825.281-030)	4
Load Checker (952.367-010)	4
Locksmith (709.281-010)	4
Nuclear Reactor Operator (015.362-026)	4
Nursery Manager (180.167-042)	4
Piano Tuner (730.361-010)	4
Refinery Operator (549.260-010)	4
Stone Cutter (771.381-014)	4
Tree Surgeon (408.181-010)	4
Turret Lathe Operator (604.685-026)	4
Assembler (780.684-062)	3
Drill Press Operator (606.682-014)	3
Dry Cleaner (362.382-014)	3
Hardness Inspector (504.387-010)	3
Printer (651.380-010)	3
Roller (613.682-018)	3
Rotary Driller (petro. prod.) (930.382-026)	3
Shipping and Receiving Clerk (222.387-050)	3
Shoe Repairer (365.361-014)	3
Structural Steel Worker (801.361-014)	3
Tire Builder (750.684-022)	3
Groundskeeper (406.687-010)	2
Teamster (919.664-010)	2
Laundry Worker (361.684-014)	2

CODE: RAI	ED
Compositor (Typesetter) (973.381-010)	4
Bookbinder (977.381-010)	3

CODE: RSE	ED
Blacksmith (610.381-010)	4
Experimental Molder (518.361-010)	4
Locomotive Firer (910.363-010)	4
Pipefitter (862.381-018)	4
Railroad Conductor (198.167-010)	4
Taxi Driver (913.463-018)	3
Butcher (316.684-022)	3
Coal Equipment Operator (921.683-022)	3
Chauffeur (913.663-010)	3
Fire Fighter (373.364-010)	3
Streetcar Operator (913.463-014)	3
Waiter/Waitress (311.677-010)	3
Parking-Lot Attendant (915.473-010)	2
Soda Clerk (319.474-010)	2
Warehouse Worker (922.687-058)	1

CODE: RSC	ED
Exterminator (389.684-010)	3
Elevator Operator (388.663-010)	2
Stock Clerk (222.387-058)	2
Kitchen Helper (318.687-010)	1

CODE: RSI	ED
Vocational Agriculture Teacher (091.227-010)	5
Appliance Repairer (637.261-018)	4
Weaver (683.682-038)	3
Knitter (685.665-014)	2

CODE: REC	ED
Supervisor, Natural-Gas Plant (542.130-010)	4

CODE: REI	ED
Ship Pilot (197.133-026)	4
Shop Supervisor (638.131-026)	4
Supervisor, Paper Machine (539.132-010)	4

CODE: RES	ED
Fish and Game Warden (379.167-010)	5
Cattle Rancher (410.161-018)	4
Locomotive Engineer (910.363-014)	4
Crater (920.484-010)	3
Braker, Passenger Train (910.364-010)	3
Construction Worker (869.664-014)	3
Fisher (442.684-010)	2
Track Layer (869.687-026)	2

CODE: RCI	ED
Surveyor, Geodetic (018.167-038)	5
Carpenter (860.381-022)	4
Instrument Mechanic (710.281-026)	4
Motion-Picture Projectionist (960.362-010)	4
Office-Machine Servicer (633.281-018)	4
Signal-Tower Operator (Railroad Trans) (910.362-010)	4
Supervisor, Painting (840.131-010)	3
Surveyor Helper (869.567-010)	3

CODE: RCS	ED
Furrier (783.261-010)	4
Tailor (785.261-010)	4
Telephone Repairer (822.281-022)	4
Bus Driver (913.463-010)	3
Sewage-Plant Operator (955.362-010)	3
Blaster (859.261-010)	3
Bricklayer (861.381-018)	3
Cement Mason (844.364-010)	3
Dressmaker (785.361-010)	3
Furnace Installer (862.361-010)	3
Garment Cutter (781.584-014)	3
Mail Carrier (230.367-010)	3
Meter Reader (209.567-010)	3
Miner (939.281-010)	3
Paperhanger (841.381-010)	3
Plasterer (842.361-018)	3
Sailor (911.687-030)	3
Tile Setter (861.381-054)	3
Industrial-Truck Operator (921.683-050)	2
Spinner (682.685-010)	2

CODE: RCE	ED
Crane Operator (921.663-010)	3
Lumber Inspector (669.587-010)	3
Tractor Operator (929.683-014)	3
Tractor-Trailer-Truck Driver (904.383-010)	3
Truck Driver, Light (906.683-022)	3
Fork-Lift Truck Operator (921.683-050)	2

*May carry other D.O.T. numbers when a more detailed job title is given.

INVESTIGATIVE OCCUPATIONS

CODE: IAS	ED
Economist (050.067-010)	6
Mathematician/Statistician (020.067-014)	6
Market-Research Analyst (050.067-014)	5

CODE: IAR	ED
Anthropologist (055.067-010)	6
Astronomer (021.067-010)	6
Chemist (022.061-010)	6
Pathologist (070.061-010)	6
Physicist (023.061-014)	6

CODE: ISC	ED
Mathematics Teacher (091.227-010)	5
Production Planner (012.167-050)	5
Medical-Laboratory Assistant (078.361-010)	4
Television-and-Radio Repairer (720.281-018)	4

CODE: ISR	ED
Biologist (041.061-030)	6
Dentist (072.101-010)	6
Osteopathic Physician (071.101-010)	6
Sanitarian (079.117-018)	6
Chiropractor (079.101-010)	5
Natural Science Teacher (091.227-010)	5
Optometrist (079.101-018)	5

CODE: ISA	ED
Experimental Psychologist (045.061-018)	6
Physician* (070.101-022)	6
Psychiatrist (070.107-014)	6
Medical Technologist (078.361-014)	5
Nurse, Practitioner (075.264-010)	5
Physician Assistant (079.364-018)	5

CODE: IES	ED
Bacteriologist (041.061-058)	6
Physiologist (041.061-078)	6
Pharmacist (074.161-010)	5

CODE: IEC	ED
Actuary (020.167-010)	5

CODE: ICR	ED
Quality Control Technician (012.261-014)	5
Computer Operator (213.362-010)	4
Radiation Monitor (199.167-010)	4
Research Assistant (199.364-014)	4

CODE: IRA	ED
Geologist (024.061-018)	6
Surgeon (070.101-094)	6
Urban Planner (199.167-014)	6
Meteorologist (025.062-010)	5
Weather Observer (025.267-014)	5

CODE: IRS	ED
Agronomist (040.061-010)	6
Animal Scientist (040.061-014)	6
Biochemist (041.061-026)	6
Botanist (041.061-038)	6
Dairy Technologist (040.061-022)	6
Environmental Analyst (029.081-010)	6
Geneticist (041.061-050)	6
Horticulturist (040.061-038)	6
Oceanographer (024.061-018)	6
Soil Conservationist (040.061-054)	6
Zoologist (041.061-090)	6
Geographer (029.067-010)	5
Heat-Transfer Technician (007.181-010)	5
Veterinarian (073.101-010)	5
EKG Technician (078.362-018)	4
X-Ray Technician (199.361-010)	4

CODE: IRE	ED
Administrator, Engineer*	6
Aeronautical Engineer (002.061-014)	6
Chemical Engineer (008.061-018)	6
Civil Engineer (005.061-014)	6
Electrical Engineer (003.061-010)	6
Engineer*	6
Metallurgist, Physical (011.061-022)	6
Chemical-Laboratory Technician (022.261-010)	5
Metallurgical-Laboratory Assistant (011.261-010)	4

CODE: IRC	ED
Airplane Navigator (196.167-014)	5
Airplane Pilot (196.263-014)	5
Computer Programmer (020.167-010)	5
Engineering Technician (007.161-026)	5
Model Maker (777.281-010)	5
Tool Designer (007.061-026)	5
Instrument Repairer (710.261-010)	4
Laboratory Tester (029.261-010)	4
Tester, Electrical Accessories (729.381-010)	4

*May carry other D.O.T. numbers when a more detailed job title is given.

ARTISTIC OCCUPATIONS

CODE: ASE	ED
Actor/Actress (150.047-010)	5
Dancing Teacher (151.027-014)	5
Dramatic Coach (150.027-010)	5
Drama Teacher (150.027-010)	5
English Teacher (091.227-010)	5
Foreign Language Interpreter (137.267-010)	5
Reporter (131.267-018)	5

CODE: ASI	ED
Philosopher (090.227-010)	6
Writer (131.067-046)	6
Advertising Copy Writer (131.067-014)	5
Artist (144.061-010)	5
Art Teacher (149.021-010)	5
Commercial Artist (141.061-022)	5
Literature Teacher (091.227-010)	5
Musician (152.041-010)	5
Music Teacher (152.021-010)	5
Orchestra Conductor (152.047-014)	5
Technical Writer (131.267-026)	5

CODE: AES	ED
Account Executive (164.167-010)	5
Advertising Manager (164.117-010)	5

CODE: AES (cont.)	ED
Entertainer (Dancer, Singer)*	5
Public-Relations Representative (165.067-010)	5
Fashion Model (297.667-014)	3

CODE: AIS	ED
Dramatist (131.067-038)	6
Editor (132.037-014)	6
Critic (Reviewer) (131.067-018)	5
Fashion Artist (141.061-014)	5
Furniture Designer (142.061-022)	5
Interior Decorator (142.051-014)	5
Package Designer (142.081-018)	5
Set Designer (142.061-050)	5
Clothes Designer (142.061-018)	4

CODE: AIE	ED
Decorator (298.381-010)	4

CODE: AIR	ED
Architect (001.061-010)	6
Photographer (143.457-010)	4
Photolithographer (972.382-014)	4
Sign Writer (970.281-022)	4
Photograph Retoucher (970.281-018)	3

*May carry other D.O.T. numbers when a more detailed job title is given.

SOCIAL OCCUPATIONS

CODE: SEC	ED
Director Social Service (195.117-010)	6
Business Representative, Labor Union (187.167-018)	5
Chamber of Commerce Executive (187.117-030)	5
Dormitory Supervisor (045.107-038)	5
Employment Interviewer (166.267-010)	5
Funeral Director (187.167-030)	5
Hotel Manager (187.117-038)	5
Job Analyst (166.267-018)	5
YMCA Physical Director (195.167-026)	5
YMCA Secretary (195.117-010)	5
Camp Director (195.167-018)	4
Food-Service Supervisor (319.137-010)	4
Manager, Benefits (166.167-018)	4
Bartender (312.474-010)	3
Host/Hostess (Hotel & Rest.) (310.137-010)	3
Manager, Fast Food Services (185.137-010)	3

CODE: SER	ED
Claim Adjuster (241.217-010)	5

CODE: SEI	ED
Hospital Administrator (187.117-010)	6
President, Educational Institution (090.117-034)	6
Historian (052.067-022)	5
History Teacher (091.227-010)	5
Home-Service Director (096.161-010)	5
Manager, Education & Training (166.167-026)	5
Training Instructor (166.227-010)	5

CODE: SEA	ED
Superintendent, Recreation (187.117-054)	6
Employment Supervisor (166.167-030)	5
Foreign-Service Officer (188.117-106)	5
Recreation Supervisor (187.137-010)	5
Supervisor, Volunteer Services (187.137-014)	5

CODE: SCE	ED
Executive Housekeeper (187.167-046)	5
Production Coordinator (221.167-018)	5
Public Health Service Officer (187.117-050)	5
Theatre Manager (187.167-154)	5
Caterer (187.167-106)	4
Credit-Reference Clerk (209.362-010)	4
Liquor Store Manager (187.167-126)	4
Restaurant Proprietor (187.167-106)	4
Ticket Agent (238.367-026)	4
Bellhop (324.677-010)	2

CODE: SRI	ED
Extension Worker (096.127-010)	5

CODE: SRE	ED
Athletic Coach (099.224-010)	5
Building Superintendent (187.167-190)	5
Physical Instructor (153.227-018)	5
Children's Tutor (Governess) (099.227-010)	4
Driving Instructor (099.223-010)	4
Housekeeper (321.137-010)	4
Occupational Therapist (076.121-010)	4
Detective (376.367-014)	3
Houseparent (359.677-010)	3
Professional Athlete (153.341-010)	3
Police Officer (375.263-014)	3

CODE: SRC	ED
Barber (330.371-010)	3
Hospital Attendant (355.674-014)	3

CODE: SIA	ED
Clinical/Counseling Psychologist (045.107-022)	6
College Professor (090.227-010)	6
Political Scientist (051.067-010)	6
Sociologist (054.067-014)	6
Social Scientist*	6
Adult Education Teacher (099.227-030)	5
Group Worker (195.164-010)	5
Nurse, General Duty (075.374-010)	5
Rehabilitation Therapist*	5
School Counselor (045.107-010)	5
Social Worker (195.107-034)	5

CODE: SIE	ED
Principal (099.117-018)	6
Customs Inspector (168.267-022)	4
Dietitian, Chief (077.127-010)	4
Inspector, Quality Assurance (168.287-014)	4

CODE: SIC	ED
School Superintendent (099.117-022)	6
Food and Drug Inspector (168.267-042)	5
Parole Officer (195.167-030)	5
Social Science Teacher (091.227-010)	5

CODE: SIR	ED
Podiatrist (Foot Doctor) (079.101-022)	5
Inhalation Therapist (079.361-010)	4
Physical Therapist (076.121-014)	4
Surgical Technician (079.374-022)	4
Therapist*	4

CODE: SAE	ED
Counselor (045.107-010)	
Elementary School Teacher (092.227-010)	
Foreign Language Teacher (091.227-010)	
High School Teacher (091.227-010)	
Home Economics Teacher (091.227-010)	
Home Economist (096.121-014)	
Homemaker (309.354-010)	
Pre-School Teacher (092.227-018)	
Speech Teacher (091.227-010)	
Teacher*	
Vocational-Rehabilitation Counselor (045.107-042)	
Teacher Aide (099.327-010)	
Social Service Aide (195.367-010)	

CODE: SAC	ED
Cosmetologist (332.271-010)	
Electrologist (339.371-010)	
Embalmer (338.371-014)	
Hair Stylist (332.271-018)	
Physical Therapy Aide (355.354-010)	
Manicurist (331.674-010)	

CODE: SAI	ED
Minister/Priest/Rabbi (120.007-010)	
Librarian (100.127-014)	
Special Education Teacher (094.227-010)	
Speech Therapist (076.107-010)	
Dental Assistant (079.371-010)	
Licensed Practical Nurse (079.374-014)	
Medical Record Librarian (079.367-014)	
Dental Hygienist (078.361-010)	

*May carry other D.O.T. numbers when a more detailed job title is given.

ENTERPRISING OCCUPATIONS

CODE: ECI	ED
Bank President (186.117-054)	5

CODE: ECS	ED
Credit Analyst (241.267-022)	5
Insurance Underwriter (169.167-058)	5
Grain Buyer (162.167-010)	5
Real Estate Appraiser (191.267-010)	5
Buyer (Purchasing Agent) (162.157-018)	4
Customer Services Manager (187.167-082)	4
Florist (Retailer) (185.167-046)	4
Furniture Buyer (162.157-018)	4
Manager, Procurement Services (162.167-022)	4
Real Estate Sales Agent (250.357-018)	4
Sales Representative, Farm Equipment (272.357-014)	4
Supervisor, Ticket Sales (238.137-022)	4
Bill Collector (241.367-010)	3

CODE: ERI	ED
Contractor (182.167-010)	4
Farm Manager (180.167-018)	4
Industrial Engineer (012.167-030)	6

CODE: ERS	ED
Warehouse Supervisor (929.137-022)	5

CODE: ERC	ED
Postmaster (188.167-066)	4

CODE: EIS	ED
Sales Engineer*	5

CODE: EAR	ED
Radio/TV Announcer (159.147-010)	5

CODE: ESC	ED
Administrative Assistant (169.167-010)	5
Branch Manager (183.117-010)	5
Business Manager (191.117-018)	5
City Manager (188.117-114)	5
Director, Industrial Relations (166.117-010)	5
Director of Placement (166.167-014)	5
Government Official*	5
Labor Arbitrator (169.107-010)	5
Manager/Administrator*	5
Manager, Insurance Agency (186.167-034)	5
Manager, Restaurant/Bar (187.167-106)	5
Office Manager (169.167-034)	5
Operations Manager (184.117-050)	5
Personnel Manager (166.1/7-018)	5
Personnel Recruiter (166.267-010)	5
Production Manager (183.117-014)	5
Salary & Wage Administrator (166.167-022)	5
Sales Manager (163.167-018)	5
Traffic Manager (184.167-094)	5
Apartment House Manager (186.167-018)	4
Insurance Investigator (241.217-101)	4
Demonstrator (297.354-010)	3
Dispatcher (913.367-010)	3
Hotel Clerk (238.362-010)	3
Peddler (Huckster) (291.457-018)	3
Sales Clerk (290.477-014)	3
Salesperson*	3

CODE: ESR	ED
Automobile Salesperson (273.353-010)	4
Sales Representative, Sporting Goods (277.357-026)	4
Route Driver (292.353-010)	3

CODE: ESI	ED
Administrator, Social Welfare (195.117-010)	6
Systems Analyst EDP (012.167-066)	5
Wholesaler (185.167-070)	5
Equal-Opportunity Representative (168.167-014)	4
Gift Shop Manager (185.167-046)	4
Grocer (185.167-046)	4
Life Insurance Sales Agent (250.257-010)	4
Manager, Automobile Service Station (185.167-014)	4
Manufacturers Representative (279.157-010)	4
Retail Merchant (185.167-046)	4
Shoe Store Manager (185.167-046)	4

CODE: ESA	ED
Lawyer, Judge, Attorney (110.107-010)	6
Politician*	5
Stockbroker (251.157-010)	5
Fashion Coordinator (185.157-010)	4
Salesperson, Photographic Equipment & Supplies (277.357-050)	4
Travel Guide (353.167-010)	4
Flight Attendant (352.367-014)	3
Salesperson, Musical Instruments & Accessories (277.357-038)	3

*May carry other D.O.T. numbers when a more detailed job title is given.

CONVENTIONAL OCCUPATIONS

CODE: CRI	ED
Timekeeper (215.367-022)	4
Linotype Operator (650.582-010)	4
Biller (214.482-010)	3
Key Punch Operator (203.582-030)	3
Tabulating-Machine Operator (213.682-010)	3
Duplicating-Machine Operator (207.682-010)	1

CODE: CRS	ED
File Clerk (206.367-014)	3

CODE: CRE	ED
Electric-Motor Assembler (721.684-022)	3
Sewing Machine Operator (787.682-046)	3

CODE: CIS	ED
Certified Public Accountant (160.167-010)	5
Time Study Analyst (012.267-010)	5
Credit-Card Clerk (210.382-038)	4
Estimator (160.267-018)	4
Posting Clerk (216.587-014)	4
Bookkeeping-Machine Operator (210.382-022)	4
Foreign Trade Clerk (209.262-010)	4
Check-Processing Clerk (216.387-010)	3
Accounting Clerk (216.482-010)	3
High-Speed-Printer Operator (213.382-010)	3
Calculating Machine Operator (216.482-022)	3

CODE: CIE	ED
Office Worker*	4
Payroll Clerk (215.482-010)	4
Proofreader (209.387-030)	3

CODE: CIR	ED
Adding Machine Operator (216.482-014)	3
Telegraphic-Typewriter Operator (203.582-050)	3

CODE: CSE	ED
Business (Commercial) Teacher (091.227-010)	5
Personnel Clerk (209.362-026)	4
Sales Correspondent (221.367-062)	4
Travel Clerk (237.367-018)	4
Receptionist (237.367-038)	3
Typist (203.582-066)	3
Telephone Operator (235.662-022)	3
Teller (211.362-018)	3

CODE: CSR	ED
Reservations Agent (238.367-018)	4
Traffic Checker (205.367-058)	3
Messenger, Office (239.567-010)	2

CODE: CSI	ED
Bookkeeper (210.382-014)	4
Cashier (211.362-010)	4

CODE: CSA	ED
Library Assistant (249.367-046)	4
Medical Secretary (201.362-014)	4
Order Clerk (249.367-054)	4
Secretary* (201.362-030)	4
Social Secretary (201.162-010)	4
Supervisor, Correspondence Section (249.137-018)	4

CODE: CER	ED
Data Processing Worker (213.-)	4
Mail Clerk (209.587-026)	4

CODE: CEI	ED
Financial Analyst (020.167-014)	5

CODE: CES	ED
Accountant (160.167-010)	5
Credit Manager (168.167-054)	5
Clerk, General (209.562-010)	3
Court Reporter (202.362-010)	3
Stenographer (202.362-014)	3

*May carry other D.O.T. numbers when a more detailed job title is given.

FITTING THE PIECES TOGETHER

SUMMARIZE YOUR VALUES, GOALS, INTERESTS, APTITUDES AND ABILITIES, AND PERSONALITY TYPES. . . . . .

After summarizing your individual values, goals, interests, aptitudes and abilities, and personality types, select an occupation and conduct a job description from the materials supplied by your counselor. Use the form provided below.

JOB DESCRIPTION

JOB TITLE: _____

WORK PERFORMED: _____

_____

_____

WORKING CONDITIONS: _____

_____

_____

HOURS, SALARY, AND BENEFITS: _____

_____

_____

EDUCATIONAL TRAINING: _____

_____

_____

PERSONAL QUALIFICATIONS: _____

_____

_____

REWARDS AND SATISFACTIONS: _____

_____

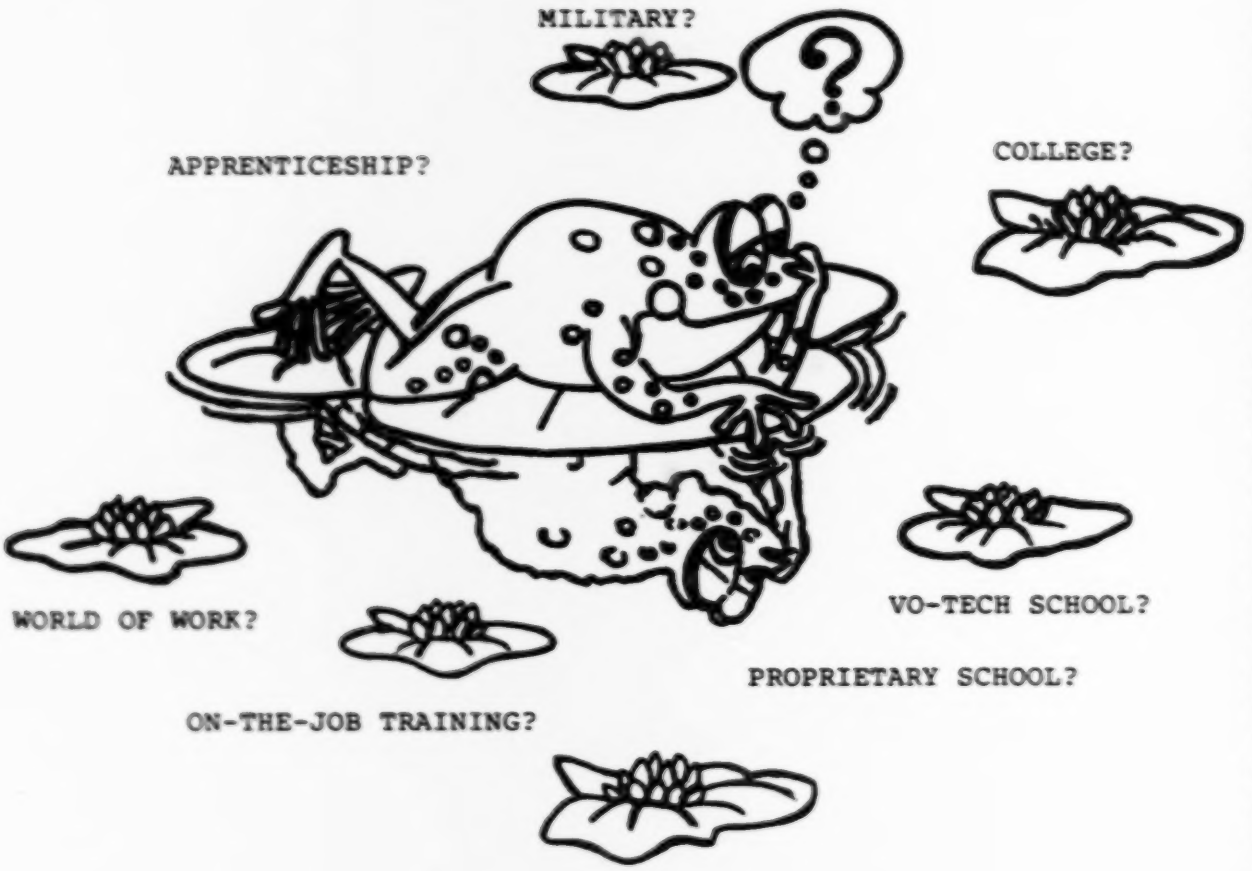
_____

EMPLOYMENT OUTLOOK: _____

_____

_____

WHAT IS YOUR PLAN OF ACTION TO REACH YOUR CAREER GOAL?



PLAN OF ACTION MODULE

In making a career choice, the importance of planning cannot be overemphasized. The first step toward reaching your career decision was discussed in the first module entitled "Self-Appraisal." You should have identified characteristics such as goals, values, interests, aptitudes, abilities, and personality.

The next step was to analyze these resources and relate them to a specific career. After identifying a career that you feel might fulfill your individual needs and match your characteristics, you have researched that career to see if it does indeed match up with your goals and personal resources.

Now you are ready to develop a plan of action as to how you will go about reaching your career goal.

The following activities will direct you in completing a plan.

BEGIN BY ASKING YOURSELF THIS QUESTION:

WHAT WILL I DO TO REACH MY CAREER GOAL?

(Check as many as you are considering.)

_____ CONTINUE MY EDUCATION/TRAINING

_____ SEEK EMPLOYMENT

_____ GO INTO THE MILITARY SERVICES

_____ I DO NOT KNOW WHAT I WILL DO

_____ NONE OF THE ABOVE

* If you checked CONTINUE MY EDUCATION, refer to the page entitled CONTINUE EDUCATION/TRAINING.
* If you checked SEEK EMPLOYMENT, refer to the page entitled ENTERING THE WORK FORCE.
* If you checked MILITARY SERVICES, refer to the page entitled MILITARY SERVICES.
* If you checked I DO NOT KNOW, choose any of the above categories and answer as many questions as you can.
* If you checked NONE OF THE ABOVE, write down on a separate sheet of paper what you do intend to do when you leave high school. Include in your description:

1. Exactly what is it you plan to do?
2. How and where will you live?
3. What will be your source of income?
4. How long do you plan to do this?
5. What will you do afterwards?

CONTINUE EDUCATION/TRAINING

The following pages will help you organize your thoughts about getting additional education and training for a specific occupation.

Place a check by the items that are most important to you. When you have finished, make a composite list to be used in your post-secondary education/training search.

1. PROGRAM OF MAJORS

_____ Liberal Arts
_____ Specialized Professional
_____ Pre-professional
_____ Vocational/Technical (Specify _____)
_____ Military
_____ Other (Specify _____)

2. STUDENT BODY

_____ Co-educational
_____ All Male
_____ All Female
_____ Mainly Local Distribution
_____ Regional Distribution
_____ National Distribution

3. CONTROL

_____ Public
_____ Private
_____ Denominational

4. SIZE

_____ Very Small (Under 1,000)
_____ Small (1,000 to 2,500)
_____ Medium (2,500 to 7,500)
_____ Large (7,500 to 10,000
_____ Very Large (over 10,000)

5. LOCATION

_____ Home Community
_____ 35-100 miles from home
_____ More than 300 miles from home
_____ In State
_____ Out of State
_____ Small Town
_____ Urban

6. TYPE

_____ 4-year Liberal Arts College
_____ State University
_____ Private University
_____ Community/Junior College
_____ Service Academy
_____ On-the-Job Training
_____ Apprenticeship Program
_____ Other (Specify _____)

7. STUDENT ACTIVITIES

_____ Fraternities/Sororities
_____ Student Government
_____ Publications
_____ Athletics (Specify _____)
_____ Music (Band/Choir)
_____ Dramatics
_____ Religious Organizations
_____ Other (Specify _____)

8. **TEACHING METHODS**

_____ Traditional
_____ Experimental

9. **SPECIAL COURSES AND PROGRAMS**

_____ Honors Classes
_____ Independent Study
_____ Field Study
_____ Cooperative Programs (Work Study)
_____ Foreign Study
_____ Seminars

10. **COSTS PER YEAR** (Tuition, fees, room, board, transportation)

_____ Under $1,000
_____ $1,000 to $2,000
_____ $2,000 to $3,000
_____ $3,000 to $4,000
_____ Over $4,000

11. **ACADEMIC LEVELS**

_____ Top 25% of graduating class
_____ Top 50% of graduating class
_____ All "C" average and above
_____ All High School Graduates
_____ General Education Diploma (GED)

12. **FINANCIAL AID**

_____ Scholarships
_____ Loans
_____ Work Study
_____ Grants
_____ Part-time Jobs

13. **SERVICES**

_____ Dormitory/Housing
_____ Health
_____ Personal Counseling
_____ Career Counseling

In which school or college are you most interested?

Choice 1: _____

Choice 2: _____

Are you familiar with the entrance requirements? _____

Is an admissions test required? _____ If so, have you taken it? _____

If you are interested in financial aid, have you obtained the necessary forms? _____

Have you been able to visit the school's campus? _____

List below any questions you might need answered concerning your future educational plans:

_____

_____

_____

For many people, the cost of schooling presents the greatest obstacle. Answer the following questions as accurately as possible:

1. I expect my schooling/training to cost:

   Tuition: $ _____ per _____ (period of time only)
   Fees: $ _____ per _____ (period of time only)
   Food: $ _____ per _____ (period of time only)
   Housing: $ _____ per _____ (period of time only)
   Books: $ _____ per _____ (period of time only)
   Transportation:
   $ _____ per _____ (period of time only)
   Miscellaneous Expenses such as laundry, entertainment, spending money, insurance:
   $ _____ per _____ (period of time only)
   TOTAL: $ _____ (Be sure you figure all costs for the same period of time!)

2. Do I expect to work while I am in school? Check as many as apply:

   _____ Full-time
   _____ Part-time
   _____ Days
   _____ Nights
   _____ Summer

   How much do I expect to earn? _____ per _____

3. I expect to pay for my school/training as follows (Figure costs for the same period of time that you did in Question 1, so that you can compare totals):

   Parents' contribution: $ _____
   My savings: $ _____
   My earnings: $ _____
   Financial aid (loans, scholarships, etc.): $ _____
   Other (Specify _____): $ _____
   TOTAL: $ _____

4. Compare the totals in Questions 1 and 3. If the total in Question 3 is less than that of Question 1, how will I pay the difference?

ENTERING THE WORK FORCE

The following pages will help you organize your thoughts about going to work after you complete high school.

Some of the questions can be answered right away; however, others will require you to talk with your friends, teachers, guidance counselor, and family. You may have to do some research.

Complete as many questions as possible. If you really cannot answer a question, try to find out the information and fill it in at a later time.

GENERAL QUESTIONS

1. FOR WHAT KIND OF JOB AM I LOOKING?
   _____ Full-time or _____ Part-time
   _____ Long-term or _____ Short-term

2. AM I WILLING TO MOVE TO A DIFFERENT LOCATION?
   _____ Yes, I would prefer to move.
   _____ Yes, but only a short distance.
   _____ Yes, if my job demanded it.
   _____ I will move if I cannot get a good job nearby.
   _____ No, I do not want to move.

3. DO I HAVE ANY PREFERENCES FOR A LONG—TERM CAREER?
   Choice 1: _____
   Choice 2: _____
   Choice 3: _____

4. WILL I BE GOING TO SCHOOL WHILE I AM WORKING?
   _____ Yes _____ No

5. WHEN DO I EXPECT TO START LOOKING SERIOUSLY? DATE: _____

6. WHEN DO I EXPECT TO HAVE A JOB LINED UP? DATE: _____

7. WHEN DO I EXPECT TO START TO WORK? DATE: _____

SOURCES

I KNOW HOW TO USE THE FOLLOWING SOURCES WHEN I LOOK FOR A JOB:

_____ Family contacts
_____ Friends
_____ School placement
_____ State employment service
_____ Private employment agencies
_____ Want ads
_____ Direct contact

MONEY

1. My estimated weekly pay in the type of job I hope to get: $ _____
2. My estimated weekly take-home pay (80% of the above): $ _____
3. My estimated weekly expenses:

Food	$ _____
Housing	$ _____
Transportation	$ _____
Clothing	$ _____
Entertainment	$ _____
Other (specify) _____	$ _____
_____	
TOTAL	$ _____

4. Does my estimated weekly take-home pay cover my estimated expenses?
   _____ Yes _____ No
5. If I answered "No" to Question 4, here is how I plan to make up the difference:

DO I HAVE A SPECIFIC CAREER CHOICE IN MIND?

1. Do I have a specific career choice in mind? _____ Yes _____ No
   (If no, go to the section "I Don't Know What Type of Work I Want to Do.")
2. If yes, what is your career choice? _____
3. I have done each of the following things about my choice:
   - _____ Visited the place where I would work
   - _____ Watched the work being performed
   - _____ Gotten to know the people who do this type of work
   - _____ Talked about the work with people who do this work
4. I have found out the following information about my choice:
   - _____ Starting pay (weekly)
   - _____ Working hours
   - _____ Special training needed?
   - _____ Union?
   - _____ Car needed?
   - _____ Yearly paid vacation?
   - _____ Special exams needed?
   - _____ Company benefits (describe)

5. List of places where I have an actual job offer.

   a. _____

   b. _____

   c. _____

I DON'T KNOW WHAT TYPE OF WORK I WANT TO DO.

I have no good job plans at the present time. Which of the following things might help me? (Check mark ✓ means something that I intend to do. Crossed out check ✗ means I have done it.)

_____ Talk with counselor
_____ Talk with family
_____ Talk with friends
_____ Make a list of the main job opportunities in this area
_____ Consider moving to a place where job opportunities are better
_____ Consider other options (school, military, etc.)
_____ Take a temporary, fill-in job (office temporary, day laborer, or other)
_____ Look at myself more closely: consider my needs, my likes, my values, my skills, etc.)

MILITARY SERVICES

The following pages will help you organize your thoughts about joining one of the military services. If you are interested in more than one service, complete the set of questions on each branch of service in which you are interested.

Some of the questions can be answered easily; however, others will require you to talk with a recruiting officer, to read recruitment literature, and to study carefully a standard enlistment contract.

1. WHY AM I CONSIDERING MILITARY SERVICE? (Check any you wish.)
   - _____ Good training opportunities
   - _____ Opportunity to travel
   - _____ Good steady pay and good benefits
   - _____ Hard to get a good civilian job
   - _____ Guaranteed career opportunities
   - _____ Parents' request
   - _____ Good place to spend two years while I decide what I want out of life
   - _____ Other (Specify): _____

2. IN WHICH BRANCH OF THE MILITARY AM I INTERESTED?
   - _____ Army
   - _____ Navy
   - _____ Air Force
   - _____ Marines
   - _____ Coast Guard

3. HOW LONG DO I WANT TO SERVE?
   - _____ One enlistment period
   - _____ More than one enlistment period
   - _____ I'm interested in military service as a career
   - _____ Undecided

4. WHICH OF THE FOLLOWING OPPORTUNITIES IS MOST IMPORTANT TO ME? (Choose only 1)
   - _____ Opportunity to serve in a unit with friends
   - _____ Opportunity to choose the general location where I will be stationed
   - _____ Opportunity to take the technical training of my choice and serve as a technician or in a support job

5. IF I CHECKED "TECHNICAL TRAINING" IN QUESTION 4, WHAT AREA OF TRAINING WOULD INTEREST ME?

	Training	**Length of time I must enlist to qualify**
Choice 1:	_____	_____
Choice 2:	_____	_____
Choice 3:	_____	_____

6. IF I CHECKED "CHOOSE THE LOCATION WHERE I WILL BE STATIONED," WHERE IS THAT?
   _____ U.S.A. (Specify general location) _____
   _____ Overseas (Specify general location) _____

7. WITH THE TRAINING I RECEIVE IN THE MILITARY, FOR WHICH CIVILIAN JOBS WILL I BE QUALIFIED?
   _____
   _____
   _____

8. WHAT IS THE FUTURE OUTLOOK FOR THE JOBS LISTED ABOVE? WHERE ARE THEY LOCATED?
   _____
   _____
   _____

9. WHAT DO I PLAN TO DO WHEN MY ENLISTMENT IS UP?
   _____ Re-enlist
   _____ Go on to further schooling (college or technical school)
   _____ Get a job in which I can use my Armed Services training
   _____ Other (Specify): _____

10. HOW MUCH MONEY (TOTAL) WILL I MAKE WHEN I ENLIST?
    $ _____ per month
    HOW MUCH MONEY CAN I EXPECT TO EARN AFTER 1 YEAR?
    $ _____ per month
    HOW MUCH MONEY CAN I EXPECT TO BE EARNING AT THE END OF MY ENLISTMENT?
    $ _____ per month

11. WHEN DO I WISH TO START MY ENLISTMENT? _____ month _____ year

12. IN GENERAL, WHAT DO MY FAMILY AND FRIENDS THINK OF ENLISTMENT IN THE ARMED SERVICES?
    _____ Strongly approve _____ No strong opinion _____ Disapprove

13. HAVE I READ A STANDARD ENLISTMENT CONTRACT?
    _____ Yes _____ No

14. DO I UNDERSTAND ALL THE PROMISES I AM MAKING IF I SIGN IT?
    _____ Yes _____ No

15. DO I UNDERSTAND EVERYTHING THE SERVICE PROMISES? AND DO I KNOW WHAT IT DOES **NOT** PROMISE?
    _____ Yes _____ No

16. IS THERE ANYTHING IN THE CONTRACT THAT I DO NOT UNDERSTAND?

    IF SO, SPECIFY: _____

EMPLOYABILITY SKILLS MODULE

Once you have a list of job leads, you are ready to begin applying for some jobs.

Employers are looking for the best person to fill the job. It is up to you to convince them that you are that person. Employers have several ways of getting the information they need to choose the "right" person for the job. Most employers will have you fill out an application form. Some will have you write a letter of application and supply a personal resume' or personal data sheet. Almost all employers will want to interview you before they hire you. Your ability to provide the employers with the information they require often determines whether or not you get the job.

Complete the activities on the following pages in order to increase your chances of being successful in landing the job you want.

FINDING A JOB

FILLING OUT
AN APPLICATION

BEING INTERVIEWED

JOB LEADS

Finding either a full-time or a part-time job that you can do well takes some planning. Information about possible job openings is called a job lead. It is important to have as many job leads as possible. This is the only way you can choose the job that is right for you.

REMEMBER THE FOLLOWING POINTS:

1. Don't rely on just one source of leads . . . use all available sources.
2. Secure a long list of potential employers in order to lessen the chance of your jumping at the first job offered.
3. Be careful when responding to newspaper ads. Be aware of those that require a deposit or fee.
4. Don't hesitate to ask influential friends for job leads.
5. Make use of both public and private employment agencies.

THE BEST SOURCES OF JOB LEADS ARE:

1. School counselors and teachers; they can be very helpful because they know a great deal about you.
2. Family and friends; they have jobs and are involved in the business world daily. They may know of job opportunities for which you are qualified.
3. Employment agencies; employment agencies help people find jobs. Businesses call agencies when they have job openings. The employment agency then serves as a go-between, matching qualified jobhunters with the available jobs. There are two basic kinds of employment agencies --- public and private. Public agencies are operated either by the federal or state government. Their services are free. Private agencies are managed by people who are trying to make a profit. This means that private agencies must charge a fee for their services.
4. Newspaper advertisements; these ads will help you learn a great deal about the job market. Follow up every newspaper ad that looks promising.
5. Government offices; the U.S. Government is the largest employer in the country. Find out where the government offices are located in your area. Then call or visit these offices to find out about job openings.
6. Direct calls; making direct calls means either telephoning or visiting potential employers. If you contact enough businesses directly, you will probably find some that are looking for workers with your skills. Go through the "Yellow Pages" of your phone book looking for companies that interest you. Make a list of all these companies, including their addresses and phone numbers. Then call or visit each company and ask if there are any job vacancies.

APPLICATION FORMS

The main purpose of the employer having you complete an application form is to obtain information about you. Employers may also use the form to determine how neat you are and how well you follow instructions. Remembering this may help you gain an advantage over the other applicants.

Listed below are suggestions for filling out application forms. Following these suggestions may make the difference between your getting the job or not getting the job.

1. Check the directions carefully. Does the application say "print" or "write" the information?
2. Fill out the application using a black or blue ink pen. If you complete the application at home, you might consider typing the information.
3. Answer every question that applies to you. If a question does not apply to you, write "NA" for "Not Applicable" or draw a short line in the space. This shows that you did not overlook the question.
4. Write your correct name --- not a nickname --- on the application form. Your first name, middle initial, and last name are usually all that is needed.
5. Spell all words correctly. If you are not sure of the spelling, use another word (one that you can spell) with the same meaning.
6. Give your complete address, including your zip code.
7. If there is a question on marital status, simply indicate whether or not you are single or married. Do not supply any extra information about your marital status.
8. The questions about your place of birth refer only to the city and state where you were born. Do not write additional information, such as the name of the hospital.
9. The application may ask for your job preference. Do **not** just write "anything." Employers react negatively to this. State clearly the kind of work you can do and want to do.
10. The application will include a section on education. Write the names of all the schools you have attended and the dates you attended each. If there are several, write them down for your own reference before you go to apply. By doing this, you will be sure to remember all the information.
11. Be prepared to list several references. Make certain you have obtained permission to use their names.
12. Remember! Be neat, complete, and honest!!

Considering these suggestions, complete the sample application form provided on the next page.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE _____

NAME _____ SOCIAL SECURITY NUMBER _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO. _____ ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

LAST FIRST MIDDLE

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height _____ feet _____ inches

☐ Weight _____ lbs.

☐ Citizen of U.S. ____ Yes ____ No

☐ Date of Birth* _____

☐ What Foreign Languages do you speak fluently? _____ Read _____ Write _____

☐ _____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER? _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE? _____ WHEN? _____

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

U.S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? ☐ Yes ☐ No

PLEASE DESCRIBE:

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED: ☐ Yes ☐ No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT HEAD GENERAL MANAGER

LETTERS OF APPLICATION

The employer will probably not interview all the applicants for a job. You must convince the employer that you are one of the applicants who should be interviewed. This is why your application form and letter of application are so important. They are ways of selling yourself to an employer.

There are times when writing a letter of application is the only way of getting a personal interview. In many cases the employer gets his or her first impression of you from your letter of application. It is important that you make a good first impression. Unless you are specifically asked to write your letter in longhand, type it neatly. A neatly typed letter with all the words spelled correctly is impressive.

Observe the following guidelines in writing a letter of application:

1. Use regulation-size white stationery and envelopes.
2. Typing the letter is preferable. If you make a mistake, do it over until it is right.
3. Use only one side of the paper. Try to use only one sheet of paper. Make it brief.
4. Check carefully for errors in spelling, punctuation, and grammar.
5. Be sure the person's name and also the firm's name are spelled correctly.
6. Do not mention salary until the interview.

Look over the Sample Format of a Letter of Application and read the sample letter provided. Then try your hand at composing a letter which you might use in applying for a job.

SAMPLE FORMAT OF LETTER OF APPLICATION

The following format for the letter of application illustrates the type of information which should be included in each paragraph.

Your present address
City, State, Zip Code
Date of Writing

Mr. John Blank
Title
Company
Street Address
City, State, Zip Code

Dear Mr. Blank:

FIRST PARAGRAPH: Tell why you are writing, name the position, or field, or general vocational area about which you are asking. Tell how you heard of the opening or organization.

SECOND PARAGRAPH: Mention one or two qualifications you think would be of greatest interest to the employer, slanting your remarks to the employer's point of view. Tell why you are particularly interested in this company, location, or type of work. If you have had related experience or specialized training, be sure to point it out.

THIRD PARAGRAPH: Close by making a specific request for an interview, suggesting date and time, and indicate that you will phone the day before (when you reach the city, for instance) for a confirmation of the appointment unless you hear before-hand that the reader does not wish an interview. If, instead of wanting an interview, your request was for further information concerning the opening, it would be polite to enclose a self-addressed, stamped envelope. Make sure your closing is not vague but makes a specific action from the reader likely.

Sincerely,
(Your handwritten signature)
Type your name

SAMPLE LETTER OF APPLICATION

1506 Flint Street
Jonesboro, Arkansas 72401
May 20, 1987

State where you learned about the job

Mr. John Hull
Hull's Garage
Jonesboro, Arkansas 72401

Dear Mr. Hull:

State that you want to apply

While in the school library this morning, I read your advertisement for an assistant mechanic in the **Jonesboro Sun**. I would like to apply for that job.

State your education and experience

For the past two years, I have taken courses in auto mechanics at the Area Vo-Tech High School in Jonesboro. Since I was thirteen, I have helped my uncle in his garage here in Jonesboro. I did most of the brake repair work for him last summer. Two months ago, he sold his garage and retired.

Ask for an interview

I shall graduate from Jonesboro High School on June 5. After that I shall be ready to go to work. I can come to your garage for an interview when it is convenient for you. You can write me at the above address or call me at my home. My phone number is 935-9863.

State your phone number

Sincerely,

Jerry Barker

Jerry Barker

LETTER OF APPLICATION

PREPARING A RESUME'

A good resume' speaks for you. Often, it is what an employer sees first and, from a quick reading, uses to decide whether to ask you in for an interview. It is your chance to make a good impression, to sell yourself, and to get your foot in the door. It is a chance you cannot afford to miss, especially in today's tight job market. Because a resume' is so important, you need to take the time and effort necessary to create a resume' that is a good reflection of you.

All resumes' should include the following:

1. your name, address, and phone number
2. your experience
3. your education

Depending upon your circumstances, you may choose to include a job objective, personal data, or interests. However, there are times that listing a job objective can be a problem: If it is too specific, it limits your chances; and, if it is too general, it becomes meaningless. Although the experts do not agree on whether to include a job objective, personal data, or interests, they all agree on the following DO's and DON'T's.

1. Be brief and to the point (a one-page resume' is preferred).
2. Avoid using the pronoun "I."
3. Include only useful information.
4. Emphasize your accomplishments.
5. Be straightforward and businesslike.
6. Be honest
7. Don't list references or salary, or include a photo.
8. Make sure your resume' is neat and error-free.

Look at the sample resume' on the following page. Then complete the sample format of a resume' provided.

PERSONAL RESUME'
OF
SARA JANE SMITH

PERSONAL DATA

Address:	537 West Warner Avenue Jonesboro, Arkansas 72401
Telephone:	(501) 935-8962
Date of Birth:	January 15, 1969
Social Security:	446-29-6904

EDUCATION AND TRAINING

Jonesboro High School 301 Hurricane Drive Jonesboro, Arkansas 72401	1984-1987 Graduated June, 1987
Annie Camp Junior High School 1814 West Nettleton Avenue Jonesboro, Arkansas 72401	1981-1984

WORK EXPERIENCE

State Farm Insurance Company 117 Southwest Drive Jonesboro, Arkansas 72401	Supervisor: Bob Houston Dates: June 10, 1986-Present Duties: Typing, Filing, and Data Entry

AWARDS, HONORS, AND ORGANIZATIONS

Vice-President of Future Business Leaders of America, Co-Editor of **High Times** newspaper, Student Council representative, member of Hurricane Choir, member of National Honor Society

INTERESTS AND HOBBIES

Singing, writing, reading historical novels, water-skiing, aerobics, and flying hot-air balloons

SKILLS

Typing 75 words per minute, excellent English skills, accounting, excellent interpersonal skills, skills in using office machines including computers

REFERENCES (Available upon request)

(SAMPLE FORMAT OF A RESUME')

PERSONAL RESUME'
OF

_____
(Name)

PERSONAL DATA

Address: _____
(street or mailing)

_____
(town) (state) (zip code)

Telephone: _____
(if no phone, give "contact" no.)

Date of Birth: _____
(month) (day) (year)

Social Security _____

EDUCATION AND TRAINING

_____ 198__ - ____
(name of high school)

_____ Will graduate June, 19 ____
(town) (state) (zip)

_____
(name of jr. high school)

_____
(town) (state) (zip)

WORK EXPERIENCE

_____ Supervisor: _____
(name of business)

_____ Dates: _____
(address)

_____ Duties: _____
(town) (state) (zip)

AWARDS, HONORS, AND ORGANIZATIONS

Member of _____
(youth organizations, etc.)

INTERESTS AND HOBBIES

SKILLS

REFERENCES

THE INTERVIEW

Application forms, letters of application, and resumes' are all important parts of getting the job you want. You will probably not be hired, though, until you have had an interview. An interview is a formal meeting between an employer and a job applicant. For the employer, the interview is a way to find out whether or not the applicant is the best person for the job. For you, the applicant, the interview is a way to find out whether or not you would like the job.

There are several things you should do to prepare for the interview. The better prepared you are, the greater your chances for success once the interview begins.

BEFORE THE INTERVIEW . . .

1. Learn as much as you can about the company and the type of work it does.
2. Prepare a resume' which you can leave with the interviewer.
3. Have on hand all the papers you might need: working papers, driver's and other licenses, proof of age, social security card, and any other relevant material.
4. Know the day, date, time, and place of your interview. Know the name of the interviewer.
5. Check your appearance. Be sure you are clean, neat, and well-groomed. Dress appropriately.
6. Go to the interview alone. This is not a group project!

UPON ARRIVAL . . .

1. Be on time. However, you should not arrive more than fifteen minutes before the interview.
2. Be pleasant in greeting and waiting.
3. Do not chew gum.
4. Do not smoke. If the interviewer is a smoker, he will not mind if you do not smoke; if the interviewer is a non-smoker, he may mind if you do.
5. Avoid wearing any heavy perfumes or aftershaves.
6. Avoid any nervous mannerisms.

DURING THE INTERVIEW . . .

1. Sit erect, but comfortably; do not slouch or squirm in your chair.
2. Maintain eye contact with the interviewer.
3. Occasionally offer a pertinent comment or ask a question to indicate your interest.
4. Do not be overly anxious to get across your point---let the interviewer take the lead.
5. Do not talk too much---keep your answers and comments clear and concise.
6. Sell what you have to offer in relation to the job; do not mention how badly you may need it.
7. Do not criticize former employers.
8. Thank the interviewer for his time and consideration.
9. Understand when and how you are to follow up the interview.

Anticipate the questions. Every interviewer is likely to ask a few tough ones, but you will be able to handle them if you have thought through your answers in advance. Here are a few examples of questions. (It is a good idea to role play the interview with a friend, parent, etc.).

1. Why would you like to work for our company?
2. What subjects in school did you like best? least?
3. What do you expect to be doing in 5 years? 10 years?
4. What are your strengths? your weaknesses?
5. How do you feel about working?
6. What salary do you expect?
7. Do you have any questions you would like to ask?

Be prepared to ask questions of your own. This shows your maturity and interest in the job. The following are examples of questions you might want to ask the employer:

1. Is the position permanent?
2. Are uniforms, tools, equipment, etc. furnished by the company?
3. How soon does the job begin?
4. What are the work hours?
5. What are the benefits? Salary? Vacation time?
6. Do you make allowances for employees furthering their education?
7. What are the chances for advancement?
8. Who will be my supervisor?
9. When will the decision be made as to who is hired?
10. Ask any questions concerning items you did not understand during the interview.

Your appearance is an extremely important part of the interview. Make sure your appearance is just right before you go to the interview. When you arrive, the employer's first impression of you will be based on how you look.

Using the checklist below, evaluate the first impression you might make on your prospective employer.

APPEARANCE	YES	NO	Need Help in Learning this Skill
Is your clothing appropriate for a job interview?			
Is your appearance conservative, not too much make-up or dangling jewelry, not too much cologne or after-shave lotion?			
Is your clothing clean, a proper fit and suitable for the type of work environment you are entering?			
Are your hands and fingernails clean? Is your hair clean and fashioned in an attractive way?			
Does your physical appearance reflect adequate rest and mental alertness?			
Are there distractions that indicate a lack of seriousness about the interview: gum chewing, sneakers, cigarette smoking, or clothing that reflects too casual an attitude?			

ATTITUDE			
Do you convey a positive attitude about your skills and interests in the job environment?			
Do you convey a personal initiative and a desire to be employed?			

ATTITUDE, continued:	YES	NO	Need Help Learning this Skill
Do you convey an enthusiastic attitude toward the job and a willingness to learn new skills?			
Do you appear to be unsure of yourself and convey nervousness, unresponsiveness, uncertainty, or not being competent to perform the tasks required?			
Do you convey a pleasant, friendly personality who could "fit in" and contribute to the workplace where you are seeking employment?			
Does your attitude reflect honesty and the capacity to learn new skills and be a cooperative worker?			
Do you have a good "track record" for being responsible and following through on tasks to be performed?			

AFTER THE INTERVIEW . . .

After each job interview, take a few minutes to evaluate how well you did. If you evaluate yourself after each interview, you will learn from each experience. You will get better and better at making a good impression in an interview. If the interviewer neither offered nor refused you the job, there is still time to make a favorable impression. Follow up the interview with a thank you letter. Since few people do this, it will make the interviewer remember you. It does not need to be long. Just thank the interviewer for his or her time. Mention again that you are interested in the job.

An example of a thank you letter for an interview is given below.

1708 Stone Street
Jonesboro, Arkansas 72401
August 12, 1987

Mrs. Mary Brooks, Supervisor
Customer Services Department
Bank of Northeast Arkansas
800 South Main Street
Jonesboro, Arkansas 72401

Dear Mrs. Brooks:

Thank you for your time and the courtesy extended me at our meeting Tuesday afternoon. The position you described in New Accounts sounds challenging; I am certain that my background and experience will fit ideally with the Customer Services Department.

If you have any other questions, please contact me. I look forward to hearing from you.

Sincerely yours,

Lisa Johnson

Lisa Johnson

AFTER INTERVIEW CHECKLIST

Date: _____

First Call Back Date: _____

Your name _____

Your interviewer's name _____

Company name _____

TO BE FILLED OUT IMMEDIATELY AFTER INTERVIEW

1. Did you arrive on time? ..... Yes ___ No ___
2. What did you wear? _____
3. Were you friendly with the people with whom you came in contact? ..... Yes ___ No ___
4. Did you introduce yourself to the interviewer? ..... Yes ___ No ___
5. What qualifications did you mention to the employer? _____
   _____
6. Did you give the interviewer a copy of your resume? ..... Yes ___ No ___
7. Did the interviewer go through your resume? ..... Yes ___ No ___
8. Did he/she discuss anything from your personal background? Yes ___ No ___
9. Did the employer comment on any of your skills? ..... Yes ___ No ___
10. What was the employer's general impression of your resume? _____
    _____
11. Did he/she comment on your letters of recommendation?.. Yes ___ No ___
12. Did you offer the interviewer a firm handshake? ..... Yes ___ No ___
13. Did the interviewer discuss any special problems you may have, such as handicaps, transportation, etc.? ..... Yes ___ No ___
14. Did you look at the interviewer when you spoke to him/her?. Yes ___ No ___
15. Did you use good posture and avoid nervous mannerisms? Yes ___ No ___
16. Did you mention who referred you or if you knew someone who worked for the company? ..... Yes ___ No ___
17. Did you state your desire for work and interest in the company? ..... Yes ___ No ___
18. If you were feeling sure that you would not get the job, state the reason. _____
19. Did you state your interest in part-time or temporary employment if no full-time employment is possible? ..... Yes ___ No ___
20. If nothing is available at this time, did you ask if he/she knows of any job openings at other companies? ..... Yes ___ No ___

21. What was discussed the most? _____
22. Was there anything the employer disliked? ..... Yes ___ No ___
22. If so, what? _____
23. What did the interviewer seem particularly interested in? _____
24. Did you remember to use the call back ending? ..... Yes ___ No ___
25. Did the interviewer seem to like you? ..... Yes ___ No ___
26. Did you ask for the job? ..... Yes ___ No ___

CONCLUSION

Job hunting is hard work. It requires that you be persistent until you land the job that you want. It can be very frustrating, but try not to become discouraged. Keep in mind a clear picture of your career goal and work toward that goal. Utilize the information and suggestions provided for you in this guide, and you will be well on the road to securing a job by **CHOICE**, not by chance.